GCE Music Technology 2017:
Course Planner – AS level in 1 year

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This document is based on the latest information in the accredited Pearson Edexcel AS level Music Technology qualification.

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Overview

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Summer 2	• **AS Students sit Component 3 & 4 exams**

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Course Plan

Autumn 1	Autumn 2
Component 1 – Introduction to recording and mixing (1 lesson per week): • Students will be introduced to the recording task and associated core hardware. • Students will consider the placement of microphones and the influence of the room on the recorded result. • Core mixing techniques will be explored and the halfterm will culminate in a short recording task that will be mixed and submitted for feedback from the teacher.	**Component 1 – Recording acoustic/bass guitar and intermediate mixing skills (1 lesson per week):** • Taught workshops will focus on the rhythm section within a small band recording – the acoustic and bass guitar. • Students will learn how to use microphones and DI to capture successful takes and use intermediate mixing skills to edit and blend the tracks. • A small-scale recording project will be set to allow students to practise capturing and mixing these instruments prior to starting their longer, brief-based recording. • During the final few weeks of term, as well as receiving feedback on practice work, all students will begin research/preparation for the AS-level brief published by Pearson.
Component 2 – Introduction to technology-based composition (1 lesson per week): • Students will be introduced to the composition task and learn about the core functions of their DAW software. • A focus on sample manipulation techniques will allow students to produce a short piece for submission.	**Component 2 – MIDI and synthesis essentials (1 lesson per week):** • Students will explore MIDI functions found within their DAW and put these into practice. • There will be a focus on subtractive synthesis, and this will culminate in a short, practice composing task which focuses on the creation of sounds using synthesis techniques. • During the final few weeks of term, as well as receiving

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Autumn 1	Autumn 2
Component 3 – Introduction to the Component 3 exam (1 lesson per week): • Teaching will focus on the eras of recording and production technology and the styles of question used in the exam. • Pairs/groups of students will explore digital technology through a research task. • Sample questions will also consolidate mixing knowledge covered in Component 1. **Component 4 – Handling and mixing audio (1 lesson per week):** • Teaching will focus on the handling and mixing of audio within the context of prescribed practical tasks found in the exam. • Sample questions will also consolidate practical skills covered in Components 1 and 2.	feedback on practice work, all students will begin research/preparation for the AS-level published brief. **Component 3 – Analogue technology and vocal production (1 lesson per week):** • Through research and taught workshops, students will explore analogue technology and its association with music production and subsequent commercial release. • In specimen questions there will be a focus on vocal production techniques and how these have developed through the various eras of recording and production technology. **Component 4 – Theoretical and practical tasks focusing on MIDI, dynamics and distortion (1 lesson per week):** • Taught content and specimen questions will focus on MIDI/sequencing theory, including correctly importing a MIDI file from the materials provided for the exam and choosing a suitable instrument. • Further written and practical tasks will focus on more advanced processes not yet covered, e.g. noise gating and distortion.

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Spring 1	Spring 2
Component 1 – Exploring the mark scheme, recording percussion/keyboards and advanced mixing (1 lesson per week): • Students will listen to and analyse recordings produced by past students to help them understand the demands of the mark scheme criteria. • Percussion and keyboard recording workshops will complete taught content on tracking instruments. • More demanding mixing tasks will be set using material provided by the teacher, to include detailed corrective EQ, compression and gating. • Start work towards the AS brief published by Pearson as part of NEA.	**Component 1 – Supervised NEA brief sessions, mixing practice and mastering (1 lesson per week):** • Mixing workshops will also take place during this time, e.g. students undertaking peer review on peers' NEA projects. • The final steps of the production process will be investigated in a series of short workshops on mastering. • Continue work towards the AS NEA brief.
Component 2 – Exploring mark scheme criteria (1 lesson per week): • Students will listen to and analyse compositions produced by past students (e.g. legacy A-level work) in order to understand the demands of the mark scheme. • Starter activities will consider each of the mark scheme criteria in turn. • Start work towards the AS brief published by Pearson as part of NEA.	**Component 2 – Supervised NEA brief sessions (1 lesson per week):** • Starter activities will be used at the start of each lesson to cover each aspect of the mark scheme criteria. • Continue work towards the AS NEA brief.
Component 3 – Detailed exploration of the question paper and focus on analogue synthesisers/electric instruments (1 lesson per week): • Students will learn about the question types contained within the Component 3 exam paper as well as the	**Component 3 – Comparing analogue and digital effects (1 lesson per week):** • Students will learn about and compare a range of analogue and digital effects as well as comparing

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Spring 1	Spring 2
command-word taxonomy used. This study will also include a range of musical styles and key attributes in terms of their use of technology. • A research task and specimen essay questions will follow, with a specific focus on longer-response questions and analogue/electric instruments. **Component 4 – Detailed exploration of the question paper and specimen long-response questions (1 lesson per week):** • Students will learn about the question types contained within the Component 4 exam paper as well as the command-word taxonomy used. • A range of specimen questions will assess theoretical knowledge and practical skills learned to date, including the manipulation of pitch, rhythm and frequency response. Taught content on longer-response questions (essays) will focus on the mark scheme and evaluating the use of technology.	production techniques from each of the recording and production technology eras outlined in the specification. **Component 4 – Specimen questions (1 lesson per week):** • Specimen questions for this component will focus on all knowledge and content studied to date, with the addition of effects not already covered by past sample questions.

Summer 1	Summer 2
• **Components 1 & 2** – refine and finish NEA brief project and accompanying logbooks to submit to Pearson for marking. • **Components 3 & 4** – final revision activities ahead of AS exams.	• **Components 3 & 4** – students sit final exams.

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